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ABSTRACT

Alternative routes to administrator certification may provide many benefits to states and school districts unable to fill critical public school administrative positions. Such programs can appeal to qualified individuals outside of education, as well as those persons unable or unwilling to progress through a traditional program of study. To be truly attractive, such programs must fully embody the alternative philosophy, employing nontraditional means of qualification assessment, in addition to content delivery. The Alternative Route to Administrator Certification (ARAC) effort, currently in design by the Department of Educational Administration and Foundations at Illinois State University, presents one approach. Divided into seven distinct stages, this competencies-oriented program allows students to engage in focused studies aimed at filling gaps in current skills and knowledge. A 1-year, onsite internship culminates the learning experience. ARAC will not do away with the need for traditional programs leading toward certification and a doctorate; however, it may provide another avenue for qualified individuals to enter the administrative profession. (DFR)

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# ARAC:
# Alternative Route to Administrative Certification

## A New Model for Administrator Certification

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Abstract

Alternative routes to administrator certification may provide many benefits to states and school districts unable to fill critical public school administrative positions. Such programs can appeal to qualified individuals outside of education, as well as those persons unable or unwilling to progress through a traditional program of study. To be truly attractive such programs must fully embody the alternative philosophy, employing non-traditional means of qualification assessment in addition to content delivery. The Alternative Route to Administrator Certification (ARAC) effort, currently in design by the Department of Educational Administration and Foundations at Illinois State University, presents one approach. Divided into seven distinct stages, this compentencies-oriented program allows students to engage in focused studies aimed at filling gaps in current skills and knowledge. A one-year, on-site internship culminates the learning experience. ARAC will not do away with the need for traditional programs leading towards certification and a doctorate. It may, however, provide another avenue for qualified individuals to enter the administrative profession.

ARAC:
Alternative Route to Administrative Certification
A New Model for Administrator Certification

Alternative routes to certification have been championed over the past several years by a diverse set of voices. Those voices include proponents of market forces for improvement of education, business and military leaders who view schools as just another organization to be managed, and educators anxious to address shortages in areas of high need. Although national interests have championed the use of alternative routes to certification, the licensing of teachers and administrators remains a state responsibility. Increasingly, states are using an alternative certification process to bring adults into the teaching profession who already have degrees and work or life experience in other fields, and who also have talents that could be applied to education.

Alternatives to the traditional approach to preparation of teachers has been an emerging topic since the mid-1980's but has become a really hot topic in the past five years. The goal of most alternative routes to teacher certification is to either diversify the teaching workforce in terms of content knowledge or to address anticipated shortages – shortages may be based on geography – such as hard-to-serve rural or urban areas – or content areas, such as some of the sciences. Requirements vary from state to state, but the general notion is that individuals who hold a bachelors degree in a content area, who can pass a state certification examination in the content area, and who complete an intense program of study may be certified as teachers (ERIC, 2000). Interestingly, California reports that about 18% of its teachers are prepared by alternative routes. In Texas, 16% attain certification via alternative preparation, and in New Jersey, 22% (Feistritzer & Chester, 2000).

Individuals choosing an alternative route to teaching are different from those who enter an undergraduate program knowing they want to be teachers. They have degrees and majors outside education, and are more likely to have work experiences other than in schools; they are generally older, are more likely to be people of color, and are more likely to be male. They are also more likely to be willing to teach where the need is greatest, in outlying rural areas, in inner cities, and in shortage content areas (Feistritzer & Chester, 2000). State departments report that those whose backgrounds and preparation are in math, science, and special education are most likely to find jobs.

Forty-one states have adopted a post-bachelors alternative approach to teacher certification (Feistritzer, 1999). Approximately 115 separate programs are in place nationwide. More than 80,000 teachers are estimated to hold certificates earned through an alternative route since the first program was introduced in New Jersey, in 1984 (Feistritzer, 1999). In Texas, 41% of those prepared via the alternative route are minorities, in contrast to the general public school population, which is 91% white (Feistritzer, 1999).

Alternative routes to administrator preparation are less popular in the states than alternative teacher preparation, but its popularity is growing. Emerging as reasons to find new routes to administrator preparation, particularly the preparation of school superintendents, include the difficulty experienced by big city systems attempting to attract and retain leaders.

The examples of Chicago and Seattle, where non-educators became CEO's of the school systems, have caught the attention of legislatures, business organizations and individuals of influence. The fact that these are exceptional situations with exceptional individuals in the leadership role is lost as generalizations about who can and should lead schools are drawn from a small number of examples (see also Jones, 1994).

Second, a national survey confirms what many have predicted based on their own experience: we may be facing a crisis regarding the number of individuals interested in the superintendency. According to a research study supported by the American Association of School Administrators this past year, 68.4% of superintendents are between 50 and 59 years of age (Cooper, Fusarelli, & Carella, 2000). This may or may not imply that we can expect a high turnover in the superintendency. The progression of an educator's career presents no surprise that the majority of superintendents are over 50. At the same time, early retirement incentives, long careers in education, and, for some, incentives being offered by the private sector to make career changes may also indicate an emerging crisis. This same study found that superintendents are generally not highly mobile, perhaps indicating a potential shortage in areas that will experience high rates of retirement, but which offer few incentives for others to relocate. Only 18% of the study's superintendents expressed interest in large urban school districts. Recommendations for heading off a crisis included making it easier for superintendents to move across markets, and states, and increasing efforts to recruit woman and minorities into this predominately white and male field.

At the same time that we may be facing a crisis in the numbers and quality of individuals prepared to be superintendents (Hess, 1988), national voices, including voices of leading national professional associations (American Association of School Administrators, National Association of Elementary School Principals, National Association of Secondary School Principals) are calling for reform of current preparation programs. Many programs have significantly redesigned administrator preparation in accordance with national standards (Murphy & Forsyth, 1999). Some, including Joe Schneider of AASA (Schneider, 1998, 1999) and representatives of various foundations and industry, have argued that traditional course-based academic preparation may be inappropriate even for some educators who seek to become superintendents.

In Illinois, the legislature anticipated a growing need for superintendents and responded to business and other interests by allowing non-educators to seek the school district CEO position. Public Act 90-548 and its enacted regulations allows universities to propose, and upon the approval of the State Board of Education together with the State Teacher Certification Board and an advisory panel, to implement a program designed to provide a non-traditional path for individuals wishing to hold an administrative position in the public schools. Such a program would, upon successful completion, qualify its students for a standard administrative certificate, allowing them to take a central office position, but not to accept a position as principal or an assistant principal. The regulations further call for such a program to have three distinct phases: (1) an intensive course of study covering such issues as education management, governance, organization and planning; (2) a one-year, full-time internship in a school district in an administrative position; and (3) a comprehensive assessment made of the candidate's performance.

The alternative route to administrator certification has several attractions and several potential pitfalls. Among the attractions is the opportunity to fast-track local talent and so "grow your own." This may be particularly attractive in hard-to-serve communities or areas of the state that have trouble enticing outsiders to move. The alternative route may also be a means for the profession and school boards to encourage women and minorities to explore the job. On the downside, alternative certification could tempt boards to support inappropriate individuals or to go through a series of low paid one-year interns rather than hire qualified education professionals for a multi-year contracts.

## One Program's Response

The following narrative describes how one major administrator preparation department is approaching alternative preparation of new school administrators under the Illinois alternative preparation legislation. The model presented here is under review at the university and state levels. This alternative model builds on strong faculty and programs, while recognizing the special needs and talents that prospective students would bring to such an endeavor. One challenge, from the outset, was to devise a model that maintains rigor and covers the same content and skills contained in the traditional program. The alternative program instead modifies delivery mechanisms while at the same time striving to maintain the quality of the educational experience and the level of knowledge or skills expected of students. The alternative design must also take into consideration the guiding mission of the department, the university's teacher education framework, and state and national standards for administrator preparation.

The Alternative Route to Administrator Certification (ARAC) provides a genuine alternative to traditional preparation by bypassing traditional formats tied to semesters, registration dates, credit hours, and grades. Instead, ARAC combines the best of adult learning pedagogies, interactive Internet technology, individualized program development, professional mentoring and feedback, outcomes assessment, and partnerships of practitioners and university professionals. An individualized pre-assessment identifies modules and units that direct faculty mentoring to design a program that focuses on the needs of the individual student, and results in the student's demonstration of competency.

Unique characteristics of the ARAC include:

1. The content is delivered on- and off-line and includes student/instructor interactions of various forms, such as: web site content delivery; e-mail and on-line discussion groups; interactive two-way audio and video conferencing (over the Internet and ITV); correspondence via traditional mail; and selected on-campus and site-based meetings.
2. The curriculum is not for graduate credit; instead student accomplishments are tracked/credited via CEU's.
3. The program is entirely individualized, so that as a result of a pre-assessment, each participant studies only what is required for him/her to meet state and national standards.
4. Students do not receive grades. Completion is performance/outcomes based; passing/completion depends on performance on a series of case based assessements prior to initial certification and the year-long internship (initial certification and the year-long internship are required by legislation and state education agency rules).

5. Time is compressed yet controlled by the participant, not by a calendar - not even by the notion of semesters or summer session.

ARAC Overview

Progress through the ARAC program is broken down into seven distinct stages.

Admissions. At the outset, interested students are assessed to determine if their prior academic and experiential qualifications make them eligible for participation in the program. Requirements set down by Illinois law, together with practical guidelines established by the faculty in the program, determine the kinds of backgrounds that qualify one for program admission. In general, a student must have either a Master's degree and appropriate managerial-type work experience, or a Bachelor's degree and significant kinds of managerial-type work experience.

Initial Assessment. Once admitted, students will be assigned a faculty advisor/mentor. The first order of business is to determine what knowledge, skills, experience, and other learning the student brings to the ARAC program. Meeting with their mentor, students review the ARAC curriculum to determine what competencies may already be held by the student. The student is then allowed an opportunity to demonstrate those competencies by completing an on-line (web based) assessment of knowledge about schools and school administration. This assessment is aligned with state (Appendix A) and national (NCATE (Appendix B) and ISLLC (Appendix C)) standards for administrator preparation as well as the university's guiding framework for all certification curricula. A plan of study is developed following that assessment, with students not having to repeat curriculum in which they have already demonstrated a competency.

Intensive Study. In the third phase of the program students undertake an intensive study of needed curriculum by enrolling in different content-specific modules. Thirty-nine (39) distinct learning area modules were identified. These 39 modules cover distinct areas of knowledge, skills, and experiences that are required for effective school administrators. Each module can be thought of as a self-standing instructional component, with its own goals and objectives, specific curriculum designed to operationalize the objectives to meet those goals, and means for assessing student competencies and deficiencies. Students must complete all modules, passing the final examination in each, as a requirement of the program. A cross-reference of the modules and units to the various standards is presented in Appendix D.

Integrative Assessments. The 39 modules were then organized into seven (7) units, each unit bringing together modules that share common themes and orientations. Units represent the supra-organization of these specific content areas, the integration of distinct elements into a common whole. While units do not have separate instructional curricula, they do have a final assessment called a case. Cases, unlike module final assessments, are integrative and synthetic expressions of student abilities over all of the modules that make up that unit. Students are required to demonstrate mastery over the content in each specific module prior to attempting that unit's case assessment, and have to satisfactorily write the cases from all seven units in order to complete this phase of their alternative program.

Pre-Internship. Stage five of the program involves a preparation prior to entering the field for a one-year, on-site internship. Students are required to pass, the basic Illinois state administrative certifying examination. This qualifies the student for a provision, one-year non-renewable administrative certificate. The student, faculty mentor, and school district mentor also meet to discuss and plan the student's intern experience, and to review ways in which the experience will be documented and validated. In addition to periodic conferences with both mentors, the student is expected to develop a portfolio of selected works.

Internship. Illinois law requires that alternative certification students complete a one-year internship in an administrative position within a school district. Under supervision, the student engages in a series of planned activities designed to reinforce and expand upon the materials covered during the intensive study. Students interact with existing school district officials, leaning the business of public education firsthand. It is anticipated that, for most students, this will be a paying position, with expectations of advancement upon satisfactory completion of the alternative program of study.

Final Assessment. The seventh stage of the program is a final, summative assessment of the student. Work completed throughout the one-year internship is evaluated, together with periodic reports from the university and district mentors and the student's own portfolio. Excepting any deficiencies, a recommendation for permanent certification of the student as a public school administrator is then made to the state.

Design Challenges

Meeting the needs of this new population required reorganization of current course delivery systems. Faculty began by collecting all of the content and skills found in in the traditional program, articulating that material against the various requirements of the State of Illinois (Appendix A), the National Council for the Accreditation of Teacher Education (NCATE, Appendix B), and the Interstate School Leader Licensure Commission (ISLLC, Appendix C). Appendix D summarizes the relationship of the ARAC units and modules to their articulation with the State of Illinois, NCATE, and ISLLC standards.

The ARAC program will be implemented in a mentored study format. No specific schedule (dates or meeting times) of modules will be established. Rather, students enrolling in a module will be put into contact with the expert faculty mentor supervising that module. Required readings, exercises, activities, discussions, and assessments will be arranged between the student and faculty member, in consideration of both individuals' schedules and other students pursuing similar interests. All modules have been planned to take between two and four weeks of engagement to complete (assuming an average of one hour of engagement each day during the work week). Students may begin a module at almost any date agreeable to themselves and the faculty mentor; however, each module is designed to be completed in a maximum of eight calendar weeks from the time it was started. Students may also elect to engage in more than one module at a time, or to complete all of the modules in a single unit, then write the case for that unit before proceeding to any other modules.

Students will be expected to work closely with a faculty advisor to determine the best sequencing for their program of study. To aid faculty advisors in their work, faculty mentors will periodically publish a listing of the best dates for them to work with students on particular modules. This can encourage smaller groups of students to work together with certain faculty on certain topics at certain times, while not requiring a strict adherence to a particular schedule. A major challenge is to schedule the work of faculty outside their regular class meetings so that they may work individually with students. ARAC requires faculty to work on-line (a new medium for many) and to work individually with students

Technical Challenges

As much as is possible module instructional materials will be made available to students over a dedicated World Wide Web Internet site, with remaining materials available either for purchase (on paper or videotape) or loan (via the university library). Because most work will be done off-campus students must have continuing and reliable access to and a basic level of skill in modern communications technologies (telephones and voice mail/messaging, using a World Wide Web browser, and sending and receiving electronic mail). Participants in ARAC will have to come to the curriculum with a minimum amount of these computer and Internet skills. Unfortunately, many prospective students may be less technically able than the popular press would lead us to believe. Participants may take advantage of free short courses and seminars available from the university. Or they may have to arrange for assistance more conveniently located, such as community college courses, on-line tutorials, or other resources to acquire the needed knowledge and skills.

ARAC will also make use of many other mediums of content delivery. Texts and handouts, drawn from our traditional course offerings, will continue to be used in the modules. Heavy use will be made of the Internet, with much course material (instructor notes, lectures/presentations, slide shows and video-tapes, discussion groups, exercises, simulations, and practice assessments) being available on-line. Electronic mail and the telephone will be crucial to keep students and faculty in touch with each other. In addition, face to face contact was considered a crucial part of the necessary learning experience. Faculty mentors will work with local educational agencies to arrange observations, interviews, and admission to events that will shape the student's learning. Faculty may also incorporate on- and off-campus meetings with one, or groups of, students to discuss current topics.

Administrative Challenges

The ARAC program model breaks many rules that guide the daily work of a traditional university. For example, our university does an excellent job of dealing with the complexities of student admissions, registration, billing, tracking, credentialling, and graduation. ARAC participants present a challenge to the traditional system for at least the following reasons. First, these students will neither earn nor generate graduate credit, which is the traditional coin of the realm for keeping track of departmental productivity and allocation of resources. Second, students will be on completely individualized programs based on pre-assessments. Third, students will participate in learning modules at their own pace and on their own calendars with no regard for artificial start and stop dates prescribed by semesters. Fourth, because they will not

be participating in traditional graduate courses, they will need special consideration to be recognized by various university systems as students for purposes of library access, email and web-based access, admissions, tracking, and "graduation." Currently, our university offices responsible for CEU generation and tracking have no mechanisms for admission or for providing access to library and technology services. Our university offices responsible for traditional student admissions and record keeping currently have no mechanisms for admitting and tracking progress of nontraditional-non-credit-generating students. Officials from across the university who have no traditional reason to collaborate find themselves now faced with an interesting challenge as it is likely the ARAC participants are the beginning of a new kind of university student.

A second type of administrative challenge has to do with the impact of a nontraditional, non-semester based approach to working with students on faculty work load. Should faculty be paid on a piecework schedule for each student who completes a module under a faculty member's tutelage? When does the number of students studying via ARAC become heavy enough to warrant ARAC teaching to become counted as "regular" teaching? How does a faculty member and department express its productivity when students neither graduate (though they complete a certificate program) nor generate credit hours?

A related challenge has to do with the nature of the students themselves. Under this proposed model, students who choose ARAC as a means of administrative certification may not apply the experiences and accomplishments of ARAC to a doctoral program. Students wishing both certification and doctoral work must enroll in the traditional program of study. At the same time, ARAC participants will be able to demonstrate skills and knowledge expected of students in the traditional program. How will the department, college, and university deal with students who want to use ARAC to test out of certain courses or who want to combine both coursework and ARAC modules to earn certification?

Unfortunately, many of these questions are not yet answered, although various university officials and departmental ARAC representatives are continuing to work on these problems.

## Conclusion

While this alternative certification program deviates sharply from many of the traditional constructs of superintendent preparation, it represents an effort to focus on information and skills that have been identified by several professional groups as important for success in the superintendency. The program also is designed to address the realities that time and location place on many individuals who have talent to offer the area of school administration. Furthermore, the program represents an effort to measure preparation quality by competencies rather than seat time spent in a program. By the same token it is not intended to reflect the same academic activities necessary to obtain a doctorate. Instead it is designed solely as a licensure activity with all of the safeguards that the concept of licensure is designed to protect. The information and skills necessary to do the job have not been shortchange for expediency.

The ARAC program is currently under development and review. Specifics of module content and curriculum are being assembled, and details of administrative procedure are still

being worked out. It is expected that work will continue on the development of ARAC through the summer and fall of 2000, with the first students entering the program sometime in late 2000 or early 2001. Unlike other programs, that nature of ARAC requires that all elements – curricular and administrative – be complete and ready to go before the first students is admitted into the first module. Individuals interested in obtaining more information about ARAC, or following its development over the coming months, should look at the programs World Wide Web site at http://www.arac.ilstu.edu. Although significant work remains, the ARAC approach promises to provide an entirely new, highly flexible, and realistic alternative to traditional administrator preparation programs.

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## Appendix A
## State of Illinois Standards

**Std #1: Facilitating a Vision of Educational Excellence**

The school superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

**Std #2: Learning Environment and Instructional Program**

The school superintendent is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning and teaching theory, and professional development.

**Std #3: Management**

The competent school superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Std #4: Collaboration with Families and Communities**

The school superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Std #5: Knowledge of Laws, Regulations and Professional Ethics**

The school superintendent is an educational leader who promotes the success of all students by understanding and applying knowledge of laws, regulations, and professional ethics related to schools and children.

**Appendix B**
**NCATE Standards**

**Std #1.1: Professional and Ethical Leadership (1.1)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning (e.g. cultivate group norms, influence institutional culture, and affirm core values).

**Std #1.2: Professional and Ethical Leadership (1.2)**

The institution's program prepares school leaders who use motivational theory to create conditions that motivate staff, students and families to achieve the school's vision (e.g. facilitate collegiality and teamwork, arrange significant work, encourage challenging standards, provide autonomy, support innovation, delegate responsibility, develop leadership in others, provide leadership opportunities, recognize and reward effective performance, provide knowledge of results, provide coaching and maundering, gain resources, serve as a role model).

**Std #1.3: Professional and Ethical Leadership (1.3)**

The institution's program prepares school leaders who frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills (e.g. identify problem, seek and analyze problem factors, collect and organize relevant information, identify causes, seek creative solutions, apply ethical standards, determine best solution with others when appropriate).

**Std #1.4: Professional and Ethical Leadership (1.4)**

The institution's program prepares school leaders who Initiate, manage, and evaluate the change process.

**Std #1.5: Professional and Ethical Leadership (1.5)**

The institution's program prepares school leaders who identify and critique several theories of leadership and their application to various school environments.

**Std #1.6: Professional and Ethical Leadership (1.6)**

The institution's program prepares school leaders who act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.

**Std #1.7: Professional and Ethical Leadership (1.7)**

The institution's program prepares school leaders who manifest a professional code of ethics and values.

**Std #2.1: Information Management and Evaluation (2.1)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to conduct needs assessment by collecting information on the students; on staff and the school environment; on family and community values, expectations and priorities; and on national and global conditions affecting schools.

**Std #2.2: Information Management and Evaluation (2.2)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to use qualitative and quantitative data to inform decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research.

**Std #2.3: Information Management and Evaluation (2.3)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.

**Std #2.4: Information Management and Evaluation (2.4)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications.

**Std #3.1: Curriculum, Instruction, Supervision, and the Learning Environment (3.1)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to create with teachers, parents and students a positive school culture that promotes learning; (e.g. holds high expectations, focuses on accomplishments and recognition, and promotes a supportive climate).

**Std #3.2: Curriculum, Instruction, Supervision, and the Learning Environment (3.2)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.

**Std #3.3: Curriculum, Instruction, Supervision, and the Learning Environment (3.3)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates. (e.g. cognitive development, human development, learning styles, contemporary methodologies, content priorities, special needs legislation on topics such as least restrictive environment, etc.).

**Std #3.4: Curriculum, Instruction, Supervision, and the Learning Environment (3.4)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs and changing conditions.

**Std #3.5: Curriculum, Instruction, Supervision, and the Learning Environment (3.5)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.

**Std #3.6: Curriculum, Instruction, Supervision, and the Learning Environment (3.6)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class and exceptionalities.

**Std #3.7: Curriculum, Instruction, Supervision, and the Learning Environment (3.7)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to utilize a variety of supervisory models to improve teaching and learning (e.g. clinical, developmental, cognitive and peer coaching, as well as applying observation and conferencing skills).

**Std #3.8: Curriculum, Instruction, Supervision, and the Learning Environment (3.8)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes.

**Std #3.9: Curriculum, Instruction, Supervision, and the Learning Environment (3.9)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to assess student progress using a variety of appropriate techniques.

**Std #4.1: Professional Development and Human Resources (4.1)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as resource, and to ensure that professional development activities focus on improving student outcomes.

**Std #4.2: Professional Development and Human Resources (4.2)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to apply adult learning strategies to professional development, focussing on authentic problems and tasks, and utilizing maundering, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace.

**Std #4.3: Professional Development and Human Resources (4.3)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.

**Std #4.4: Professional Development and Human Resources (4.4)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development.

**Std #4.5: Professional Development and Human Resources (4.5)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity.

**Std #4.6: Professional Development and Human Resources (4.6)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to negotiate and manage effectively collective bargaining or written agreements.

**Std #5.1: Student Personnel Services (5.1)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to apply the principles of student growth and development to the learning environment and the educational program.

**Std #5.2: Student Personnel Services (5.2)**
The institution's program prepares school leaders who demonstrate an understanding of, and the capability to develop with the counseling and teaching staff a full program of student advisement, counseling, and guidance services.

**Std #5.3: Student Personnel Services (5.3)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to develop and administer policies that provide a safe school environment and promote student health and welfare.

**Std #5.4: Student Personnel Services (5.4)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students.

**Std #5.5: Student Personnel Services (5.5)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership and scholastic needs; working with staff, students, families, and community.

**Std #6.1: Organizational Management (6.1)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.

**Std #6.2: Organizational Management (6.2)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to apply a systems perspective, viewing schools as interactive internal systems operating within external environments.

**Std #6.3: Organizational Management (6.3)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.

**Std #6.4: Organizational Management (6.4)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to the institution's program prepares school leaders who demonstrate an understanding of, and the capability to monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary.

**Std #7.1: Interpersonal Relationships (7.1)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to use appropriate interpersonal skills (e.g. exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness, etc.).

**Std #7.2: Interpersonal Relationships (7.2)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to use appropriate written, verbal, and nonverbal communication in a variety of situations.

**Std #7.3: Interpersonal Relationships (7.3)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to apply appropriate communications strategies (e.g. identifying audiences, determining messages, selecting transmission mediums, identifying reaction of receivers, soliciting responses, etc.).

**Std #7.4: Interpersonal Relationships (7.4)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation.

**Std #7.5: Interpersonal Relationships (7.5)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to apply counseling and maundering skills, and utilize stress management and conflict management techniques.

**Std #8.1: Financial Management and Resource Allocation (8.1)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.

**Std #8.2: Financial Management and Resource Allocation (8.2)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to acquire and manage financial and material assets, and capital goods and services, allocating resources according to district or school priorities (e.g. property, plant, equipment, transportation, and food service.).

**Std #8.3: Financial Management and Resource Allocation (8.3)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.

**Std #8.4: Financial Management and Resource Allocation (8.4)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to perform budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.

**Std #9.1: Technology and Information Systems (9.1)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to use technology, telecommunications and information systems to enrich curriculum and instruction (e.g. CAI systems, CD ROM retrieval systems, on-line networks, distance learning, inter-active video, etc.).

**Std #9.2: Technology and Information Systems (9.2)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to apply and assess current technologies for school management and business procedures.

**Std #9.3: Technology and Information Systems (9.3)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to develop and monitor long range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and about staff development, keeping in mind the impact of technologies on student outcomes and school operations.

**Std #10.1: Community and Media Relations (10.1)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs.

**Std #10.2: Community and Media Relations (10.2)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to articulate the district's or school's vision, mission and priorities to the community and media, and build community support for district or school priorities and programs (e.g. form collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities, and religious institutions, etc.).

**Std #10.3: Community and Media Relations (10.3)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to communicate effectively with various cultural, ethnic, racial, and special interest groups in the community.

**Std #10.4: Community and Media Relations (10.4)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to involve family and community in appropriate policy development, program planning, and assessment processes.

**Std #10.5: Community and Media Relations (10.5)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to develop an effective and interactive staff communications plan and public relations program.

**Std #10.6: Community and Media Relations (10.6)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to utilize and respond effectively to electronic and printed news media.

**Std #11.1: Educational Law, Public Policy and Political Systems (11.1)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.

**Std #11.2: Educational Law, Public Policy and Political Systems (11.2)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to apply knowledge of common law and contractual requirements and procedures in an educational setting (e.g. tort liability, contract administration, formal hearings).

**Std #11.3: Educational Law, Public Policy and Political Systems (11.3)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to define and relate the general characteristics of internal and external political systems as they apply to school settings.

**Std #11.4: Educational Law, Public Policy and Political Systems (11.4)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.

**Std #11.5: Educational Law, Public Policy and Political Systems (11.5)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to make decisions based on the moral and ethical implications of policy options and political strategies.

**Std #11.6: Educational Law, Public Policy and Political Systems (11.6)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts (e.g. critical theory, feminism, poststructuralism, fundamentalism, etc.).

**Std #11.7: Educational Law, Public Policy and Political Systems (11.7)**

The institution's program prepares school leaders who demonstrate an understanding of, and the capability to develop appropriate procedures and relationships for working with local governing boards.

**Std #12.1: Internship (12.1)**

The internship provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop the skills, identified in the eleven guideline areas. Therefore, the preparation program requires a variety of substantial in-school/district experiences over an extended period of time in diverse settings, planned cooperatively and supervised by university and school district personnel.

**Std #12.2: Internship (12.2)**

The internship provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop the skills, identified in the eleven guideline areas. Therefore, the preparation program establishes relationships with school leaders acting as trained mentors/clinical professors who guide individuals preparing for school leadership in appropriate in-school/ district experiences.

**Std #12.3: Internship (12.3)**

The internship provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop the skills, identified in the eleven guideline areas. Therefore, the preparation program includes experiences with social service, private, and/or community organizations.

## Appendix C
## ISLLC Standards

**Std #1: Standard 1**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Std #2: Standard 2**

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**Std #3: Standard 3**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Std #4: Standard 4**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Std #5: Standard 5**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Std #6: Standard 6**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## Appendix D
## Cross-Reference of Modules to Standards

**Module #1-1: Project Planning**
- Illinois #1: Facilitating a Vision of Educational Excellence
- ISLLC #1: Standard 1
- NCATE #6.1: Organizational Management (6.1)
- NCATE #6.2: Organizational Management (6.2)

**Module #1-2: Strategic Planning**
- Illinois #1: Facilitating a Vision of Educational Excellence
- ISLLC #1: Standard 1
- NCATE #1.1: Professional and Ethical Leadership (1.1)
- NCATE #1.2: Professional and Ethical Leadership (1.2)
- NCATE #1.6: Professional and Ethical Leadership (1.6)
- NCATE #2.1: Information Management and Evaluation (2.1)
- NCATE #10.2: Community and Media Relations (10.2)

**Module #1-3: Data Analysis and Collection**
- Illinois #1: Facilitating a Vision of Educational Excellence
- ISLLC #1: Standard 1
- NCATE #2.1: Information Management and Evaluation (2.1)

**Module #1-4: Community Involvement**
- Illinois #1: Facilitating a Vision of Educational Excellence
- Illinois #4: Collaboration with Families and Communities
- ISLLC #4: Standard 4
- NCATE #5.4: Student Personnel Services (5.4)
- NCATE #6.2: Organizational Management (6.2)
- NCATE #10.2: Community and Media Relations (10.2)
- NCATE #11.7: Educational Law, Public Policy and Political Systems (11.7)

**Module #2-1: Theory of Leadership**
- Illinois #1: Facilitating a Vision of Educational Excellence
- ISLLC #2: Standard 2
- NCATE #1.5: Professional and Ethical Leadership (1.5)

**Module #2-2: Historical Traditions of Public Education**
- Illinois #1: Facilitating a Vision of Educational Excellence
- ISLLC #5: Standard 5
- NCATE #1.6: Professional and Ethical Leadership (1.6)

**Module #2-3: Governmental Structures and Political Influences**
- Illinois #4: Collaboration with Families and Communities
- ISLLC #6: Standard 6
- NCATE #1.6: Professional and Ethical Leadership (1.6)
- NCATE #11.3: Educational Law, Public Policy and Political Systems (11.3)
- NCATE #11.7: Educational Law, Public Policy and Political Systems (11.7)

**Module #2-4: Philosophical Influences**
Illinois #1: Facilitating a Vision of Educational Excellence
Illinois #5: Knowledge of Laws, Regulations and Professional Ethics
ISLLC #5: Standard 5
NCATE #1.6: Professional and Ethical Leadership (1.6)
NCATE #11.6: Educational Law, Public Policy and Political Systems (11.6)

**Module #2-5: Ethical Practices and Standards**
Illinois #5: Knowledge of Laws, Regulations and Professional Ethics
ISLLC #5: Standard 5
NCATE #1.6: Professional and Ethical Leadership (1.6)

**Module #2-6: Social/Multicultural Issues and Resources**
Illinois #4: Collaboration with Families and Communities
ISLLC #4: Standard 4
ISLLC #5: Standard 5
ISLLC #6: Standard 6
NCATE #2.1: Information Management and Evaluation (2.1)
NCATE #7.4: Interpersonal Relationships (7.4)

**Module #2-7: Public Speaking and Effective Communication**
Illinois #1: Facilitating a Vision of Educational Excellence
ISLLC #4: Standard 4
NCATE #7.3: Interpersonal Relationships (7.3)
NCATE #7.4: Interpersonal Relationships (7.4)
NCATE #10.2: Community and Media Relations (10.2)
NCATE #10.6: Community and Media Relations (10.6)

**Module #3-1: Financial Practices and Management**
Illinois #1: Facilitating a Vision of Educational Excellence
Illinois #3: Management
ISLLC #3: Standard 3
NCATE #8.1: Financial Management and Resource Allocation (8.1)
NCATE #8.2: Financial Management and Resource Allocation (8.2)
NCATE #8.3: Financial Management and Resource Allocation (8.3)
NCATE #8.4: Financial Management and Resource Allocation (8.4)

**Module #3-2: Legal Responsibilities of Board and Administration**
Illinois #5: Knowledge of Laws, Regulations and Professional Ethics
ISLLC #3: Standard 3
ISLLC #6: Standard 6
NCATE #1.3: Professional and Ethical Leadership (1.3)
NCATE #11.2: Educational Law, Public Policy and Political Systems (11.2)

**Module #3-3: Legal Issues**
Illinois #5: Knowledge of Laws, Regulations and Professional Ethics
ISLLC #3: Standard 3
ISLLC #6: Standard 6
NCATE #1.3: Professional and Ethical Leadership (1.3)
NCATE #11.1: Educational Law, Public Policy and Political Systems (11.1)

**Module #3-4: Personnel Practices and Management**
Illinois #1: Facilitating a Vision of Educational Excellence
Illinois #3: Management
ISLLC #3: Standard 3
NCATE #1.3: Professional and Ethical Leadership (1.3)
NCATE #3.7: Curriculum, Instruction, Supervision, and the Learning Environment (3.7)
NCATE #3.8: Curriculum, Instruction, Supervision, and the Learning Environment (3.8)
NCATE #4.3: Professional Development and Human Resources (4.3)
NCATE #4.5: Professional Development and Human Resources (4.5)
NCATE #4.6: Professional Development and Human Resources (4.6)
NCATE #7.1: Interpersonal Relationships (7.1)
NCATE #7.5: Interpersonal Relationships (7.5)
NCATE #11.1: Educational Law, Public Policy and Political Systems (11.1)
NCATE #11.2: Educational Law, Public Policy and Political Systems (11.2)

**Module #3-5: Policy Analysis and Development**
Illinois #5: Knowledge of Laws, Regulations and Professional Ethics
ISLLC #6: Standard 6
NCATE #11.1: Educational Law, Public Policy and Political Systems (11.1)
NCATE #11.4: Educational Law, Public Policy and Political Systems (11.4)
NCATE #11.5: Educational Law, Public Policy and Political Systems (11.5)

**Module #3-6: Board Relationships**
Illinois #4: Collaboration with Families and Communities
Illinois #5: Knowledge of Laws, Regulations and Professional Ethics
ISLLC #6: Standard 6
NCATE #1.3: Professional and Ethical Leadership (1.3)
NCATE #1.7: Professional and Ethical Leadership (1.7)

**Module #3-7: School Safety**
Illinois #5: Knowledge of Laws, Regulations and Professional Ethics
ISLLC #3: Standard 3
NCATE #5.3: Student Personnel Services (5.3)

**Module #3-8: Facility Maintenance and Operations**
Illinois #3: Management
ISLLC #3: Standard 3
NCATE #8.2: Financial Management and Resource Allocation (8.2)

**Module #4-1: Consensus Building**
Illinois #1: Facilitating a Vision of Educational Excellence
ISLLC #1: Standard 1
NCATE #1.3: Professional and Ethical Leadership (1.3)
NCATE #3.2: Curriculum, Instruction, Supervision, and the Learning Environment (3.2)
NCATE #4.1: Professional Development and Human Resources (4.1)

**Module #4-2: Public/Community Relations**
Illinois #1: Facilitating a Vision of Educational Excellence
Illinois #4: Collaboration with Families and Communities
ISLLC #2: Standard 2
ISLLC #4: Standard 4
NCATE #1.3: Professional and Ethical Leadership (1.3)
NCATE #5.4: Student Personnel Services (5.4)
NCATE #7.3: Interpersonal Relationships (7.3)
NCATE #7.4: Interpersonal Relationships (7.4)
NCATE #10.1: Community and Media Relations (10.1)
NCATE #10.3: Community and Media Relations (10.3)
NCATE #10.4: Community and Media Relations (10.4)
NCATE #10.5: Community and Media Relations (10.5)

**Module #4-3: Change Process**
Illinois #2: Learning Environment and Instructional Program
Illinois #4: Collaboration with Families and Communities
ISLLC #1: Standard 1
NCATE #1.4: Professional and Ethical Leadership (1.4)
NCATE #2.1: Information Management and Evaluation (2.1)

**Module #4-4: Systems Theory**
Illinois #2: Learning Environment and Instructional Program
Illinois #4: Collaboration with Families and Communities
Illinois #5: Knowledge of Laws, Regulations and Professional Ethics
ISLLC #2: Standard 2
ISLLC #4: Standard 4
NCATE #6.1: Organizational Management (6.1)
NCATE #6.2: Organizational Management (6.2)
NCATE #6.3: Organizational Management (6.3)

**Module #4-5: Motivational Theory**
Illinois #2: Learning Environment and Instructional Program
ISLLC #2: Standard 2
NCATE #5.1: Student Personnel Services (5.1)

**Module #4-6: School Improvement Process**
Illinois #2: Learning Environment and Instructional Program
Illinois #5: Knowledge of Laws, Regulations and Professional Ethics
ISLLC #2: Standard 2
NCATE #3.1: Curriculum, Instruction, Supervision, and the Learning Environment (3.1)
NCATE #3.6: Curriculum, Instruction, Supervision, and the Learning Environment (3.6)
NCATE #3.9: Curriculum, Instruction, Supervision, and the Learning Environment (3.9)

**Module #5-1: Professional Development**
Illinois #2: Learning Environment and Instructional Program
Illinois #3: Management
ISLLC #2: Standard 2
NCATE #4.2: Professional Development and Human Resources (4.2)
NCATE #4.4: Professional Development and Human Resources (4.4)

**Module #5-2: Student Support Systems**
Illinois #2: Learning Environment and Instructional Program
ISLLC #2: Standard 2
NCATE #5.5: Student Personnel Services (5.5)
NCATE #6.4: Organizational Management (6.4)

**Module #5-3: Curriculum Design**
Illinois #2: Learning Environment and Instructional Program
ISLLC #2: Standard 2
NCATE #2.2: Information Management and Evaluation (2.2)
NCATE #2.3: Information Management and Evaluation (2.3)
NCATE #3.2: Curriculum, Instruction, Supervision, and the Learning Environment (3.2)
NCATE #3.3: Curriculum, Instruction, Supervision, and the Learning Environment (3.3)
NCATE #3.4: Curriculum, Instruction, Supervision, and the Learning Environment (3.4)
NCATE #3.5: Curriculum, Instruction, Supervision, and the Learning Environment (3.5)

**Module #5-4: Instructional Theory and Practices**
Illinois #2: Learning Environment and Instructional Program
ISLLC #2: Standard 2
NCATE #5.1: Student Personnel Services (5.1)

**Module #5-5: Assessing Student Performance**
Illinois #2: Learning Environment and Instructional Program
ISLLC #2: Standard 2
NCATE #3.6: Curriculum, Instruction, Supervision, and the Learning Environment (3.6)
NCATE #3.9: Curriculum, Instruction, Supervision, and the Learning Environment (3.9)

**Module #5-6: Facilities Design and Allocation of Space for Learning**
Illinois #3: Management
ISLLC #3: Standard 3
NCATE #1.3: Professional and Ethical Leadership (1.3)
NCATE #8.2: Financial Management and Resource Allocation (8.2)

**Module #5-7: Review and Application of Research**
Illinois #2: Learning Environment and Instructional Program
NCATE #2.2: Information Management and Evaluation (2.2)
NCATE #2.3: Information Management and Evaluation (2.3)

**Module #6-1: Instructional Applications**
Illinois #2: Learning Environment and Instructional Program
ISLLC #2: Standard 2
NCATE #9.1: Technology and Information Systems (9.1)
NCATE #9.2: Technology and Information Systems (9.2)

**Module #6-2: Systems Design**
Illinois #2: Learning Environment and Instructional Program
ISLLC #1: Standard 1
NCATE #9.3: Technology and Information Systems (9.3)

**Module #6-3: Administrative Applications**
Illinois #3: Management
ISLLC #3: Standard 3
NCATE #9.2: Technology and Information Systems (9.2)

**Module #7-1: Qualitative Inquiry**
- Illinois #1: Facilitating a Vision of Educational Excellence
- Illinois #2: Learning Environment and Instructional Program
- ISLLC #1: Standard 1
- ISLLC #2: Standard 2
- NCATE #2.2: Information Management and Evaluation (2.2)

**Module #7-2: Quantitative Inquiry**
- Illinois #1: Facilitating a Vision of Educational Excellence
- Illinois #2: Learning Environment and Instructional Program
- ISLLC #1: Standard 1
- ISLLC #2: Standard 2
- NCATE #2.2: Information Management and Evaluation (2.2)

**Module #7-3: Research Design**
- Illinois #1: Facilitating a Vision of Educational Excellence
- Illinois #2: Learning Environment and Instructional Program
- ISLLC #1: Standard 1
- ISLLC #2: Standard 2
- NCATE #1.3: Professional and Ethical Leadership (1.3)
- NCATE #2.2: Information Management and Evaluation (2.2)

**Module #7-4: Application of Research**
- Illinois #1: Facilitating a Vision of Educational Excellence
- Illinois #2: Learning Environment and Instructional Program
- ISLLC #1: Standard 1
- ISLLC #2: Standard 2
- NCATE #2.3: Information Management and Evaluation (2.3)
- NCATE #2.4: Information Management and Evaluation (2.4)